DOCUMENT RESUME

ED 475 120 CE 084 763

TITLE	Cooperative Services Handbook for Youth in Transition. A Supplement to the CDE/DVR Cooperative Agreement, Summer 2002.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	2002-00-00
NOTE	14p.
AVAILABLE FROM	For full text: http://www.cde.state.co.us/cdesped/PDFDocs/T6c1.pdf.
PUB TYPE	Guides - General (050)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Adult Programs; *Agency Cooperation; Agency Role; Case Studies; Definitions; Disabilities; *Education Work Relationship; Educational Legislation; Educational Planning; Eligibility; Employment Services; Federal Legislation; Government School Relationship; Guidelines; Postsecondary Education; Program Guides; Public Policy; Referral; Role of Education; Secondary Education; *Special Education; Special Needs Students; State Action; *State Agencies; Statewide Planning; *Transitional Programs; Vocational Education; *Vocational Rehabilitation; Youth Employment; Youth Programs
IDENTIFIERS	*Colorado; Individuals with Disabilities Education Act; Rehabilitation Act Amendments 1998

ABSTRACT

This document, which is intended to assist Colorado's Division of Vocational Rehabilitation (DVR) staff, educators, students, and students' families, presents the answers to selected questions regarding eligibility for and delivery of cooperative educational and vocational rehabilitation services for youth in transition. The introduction provides an overview of the principles underpinning Colorado's system to help students with disabilities become employed. The term "transition" is defined as an outcome-oriented process promoting movement from school to employment, additional education/training, adult services, independent living, and/or community participation. The service eligibility criteria specified in the Individuals with Disabilities Act and Rehabilitation Act Amendments of 1998 are detailed. The next three sections discuss the following topics: the roles and responsibilities of Colorado's public education system and the Colorado DVR in providing transition services to students with disabilities are explained; procedures for planning for transition services; and the referral process for DVR. The next two sections list the areas where DVR and the schools can collaborate in service provision and explain how various policies and practices may affect transition. Five sidebars explaining the types of services received by five different special needs youths are included throughout the guide. A list of phone numbers of local DVR regional offices and special education administrative units concludes the guide. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

CE CETR 0203

ED 475 120

COLORADO DEPARTMENT OF EDUCATION
AND
COLORADO DIVISION OF VOCATIONAL REHABILITATION

[redacted]

COOPERATIVE SERVICES HANDBOOK FOR YOUTH IN TRANSITION

[redacted]

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Supplement to the CDE/DVR Cooperative Agreement
Summer 2002

BEST COPY AVAILABLE

Developed by the Colorado Department of Education (CDE) and the Colorado Department of Human Services, Division of Vocational Rehabilitation (DVR), this Cooperative Services Handbook was designed to assist DVR staff, educators, students and their families in the delivery of transition services. This handbook is a "desktop" version of the 2002 Cooperative Agreement between CDE and DVR. The information and examples in the Handbook are intended to be used as technical assistance tools for transition planning.

Colorado Department of Education
Special Education Services Unit
201 East Colfax
Denver, CO 80203
(303) 866-6694

Lorrie Harkness, Director

Colorado Department of Human Services
Division of Vocational Rehabilitation
2211 W. Evans, Bldg. B
Denver, CO 80223
(720) 884-1234

Diana Huerta, Director

Developed by:

Barbara C. Palmer
Colorado Department of Education

Susan R. Schierkolk
Colorado Division of Vocational Rehabilitation

With assistance from:

Marvena Baker-Shriver
Regional Assessment & Training Center (RATC)

Howard Fallik
Colorado Division of Vocational Rehabilitation

Colorado State Board of Education—Seated January 9, 2001

Randy DeHoff (R), Chairman	6th Congressional District	Littleton, CO
John Burnett (R), Vice Chairman	5th Congressional District	Colorado Springs, CO
Evie Hudak (D)	2nd Congressional District	Arvada, CO
Clair Orr (R)	4th Congressional District	Kersey, CO
Jared Polis (D)	Member-at-Large	Boulder, CO
Gully Stanford (D)	1st Congressional District	Denver, CO
Pamela Jo Suckla (R)	3rd Congressional District	Slickrock, CO

William J. Moloney, Commissioner of Education

For information on vocational rehabilitation services, call the DVR office serving your area. Numbers are listed on page 10. For information on IDEA and special education services, contact the Special Education Director in your area or the Colorado Department of Education, Special Education Services Unit, at (303) 866-6694 voice or (303) 860-7060 TTY. (TTY refers to the type of text telephone often used by people who are hard of hearing.)

Permission to copy this handbook is granted. This document is available and can be downloaded from the CDE website at www.cde.state.co.us/cdesped.

Contents

Introduction 1

What is Transition? 1

Who May Receive Transition Services? 2
- Individuals with Disabilities Education Act
- Rehabilitation Act

What are the Roles and Responsibilities of Each System? 3
- Education's Role and Responsibility
- DVR's Role and Responsibility

How Do You Plan for Transition Services? 4

What is the Referral Process for DVR? 5

Where Can DVR and the Schools Collaborate in Service Provision? 5
- Cooperative Services Chart 6

What Policies and Practices May Affect Transition? 7
- Education
- Vocational Rehabilitation

Listings of Local Offices 10

Introduction

Developed by the Colorado Department of Education (CDE) and the Colorado Department of Human Services, Division of Vocational Rehabilitation (DVR), this Cooperative Services Handbook was designed to assist DVR staff, educators, students and their families in the delivery of transition services. The Handbook is a "desktop" version of the 2002 Cooperative Agreement between CDE and DHS/DVR. The information and examples in the Handbook are intended to be used as technical assistance tools for transition planning.

The intent of this Cooperative Services Handbook is to assist students with disabilities to become employed by:

- promoting flexible and collaborative planning and service delivery among vocational rehabilitation, local education agencies and local school districts (both known as LEAs), and other state and community agencies for youth transitioning from school to work and/or post-school activities which will lead to employment;
- promoting accessible, timely and uniform vocational rehabilitation services for all Colorado students who require services as defined by the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act;
- encouraging LEAs to develop, implement and promote pre-vocational services and career exploration for students with disabilities prior to the referral to DVR; and
- assuring that vocational rehabilitation services complement and do not supplant services provided by the LEAs and other agencies.

What Is Transition?

Under both the Rehabilitation Act and the Individuals with Disabilities Education Act, "transition services" are defined as a coordinated set of activities for a student, designed within an **outcome oriented process****, that promotes movement from school to post-school activities, including any of the following:

- Employment (including supported employment)
- Post-secondary education
- Vocational training
- Continuing and adult education
- Adult services
- Independent living
- Community participation
- Community experiences
- The development of employment
- The development of other post-school adult living activities
- When appropriate, acquisition of daily living skills
- When appropriate, functional vocational evaluation

The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests and shall include:

Transition services are defined by the IDEA Amendments of 1997, Sections 602(30) and 614(d), and the Rehabilitation Act Amendments of 1998, Title IV of the Workforce Investment Act of 1998, Section 7(37).

** **The outcome-oriented process for DVR means obtaining and maintaining employment.**

Who May Receive Transition Services

Individuals with Disabilities Education Act

Under IDEA, transition services are provided to students with disabilities who are 16 years of age (and younger if appropriate) who qualify for special education and related services.

IDEA applies only to students who—

- Have one of the disabilities listed in the Statute, and
- Are eligible for special education

Eligible disability categories, as defined in the Colorado Rules for the Administration of the Exceptional Children's Education Act, include: significant limited intellectual capacity, significant identifiable emotional disability, perceptual or communicative disability, hearing disability, vision disability, speech or language disability, traumatic brain injury, autism, or other physical disability, deaf–blind, and multiple disabilities with cognitive impairment.

IDEA defines "special education" as "specially designed instruction" that—

- Addresses the child's unique disability-related needs, and
- Enables the student to progress towards educational standards

Rehabilitation Act

Under the Rehabilitation Act Amendments of 1998, a youth is eligible to receive vocational rehabilitation services if:

A) He or she has a physical or mental impairment; and
- The impairment constitutes, or results in, at least one substantial impediment to employment which is consistent with his or her abilities and capabilities; and
- The individual can benefit in terms of an employment outcome from the provision of vocational rehabilitation services; and
- The individual needs substantial vocational rehabilitation services to prepare for, secure, retain or regain employment which is consistent with strengths, resources, priorities, concerns, abilities, capabilities and interests.

B) He or she is currently receiving and/or is entitled to SSI and/or SSDI benefits for disability or blindness; and he or she intends to become employed.

In other words, a person must have a disability that interferes with the ability to work and must need vocational rehabilitation services to obtain or maintain employment. A person is presumed to be able to become employed unless DVR has clear and convincing evidence that the person cannot become employed. Transition services, as defined under the Rehabilitation Act, are provided to all eligible youth with disabilities who can benefit from these services. This includes youth within the special education system, as well as youth within the general education system.

Carmen

Carmen is 18 years old. She has been eligible for Special Education Services since 6th grade, with a Significant Identifiable Emotional Disability. Carmen is several credits short of graduation and is three months pregnant with her first child. She is considering dropping out of school. Carmen was referred by the school social worker to the local School to Work Alliance Program (SWAP). SWAP is a collaborative effort between DVR and the local school district. SWAP offers services leading to employment. The school social worker has connected Carmen with the teen pregnancy program offered through the school district. Carmen's teacher is assisting her with credit completion by arranging that she receive credit for some of her vocational and independent living activities, and by providing tutoring assistance. Carmen's DVR counselor arranged for a vocational evaluation and provided counseling that resulted in Carmen choosing the vocational goal of Certified Nursing Assistant (CNA). The SWAP Coordinator arranged short-term skills training that resulted in Carmen attaining her CNA certification and is assisting Carmen in her search for employment. Because Carmen meets the DVR financial need test, DVR provided uniforms and shoes, and is assisting with transportation. The SWAP Coordinator has referred Carmen to the local Mental Health/DVR Youth Enhancement Program where Carmen is receiving counseling support as she deals with the stress of exiting school, beginning a career, and becoming a parent. Carmen has also been connected with the local Workforce Center, which will assist her with childcare costs and other supportive services following the birth of her child and her return to work.

What Are The Roles And Responsibilities Of Each System?

Both the public education and vocational rehabilitation systems have been given responsibility for the provision of transition services to students with disabilities through Federal statute. However, there may be some overlap in services and the respective roles of each agency can sometimes be difficult to distinguish.

Education's Role and Responsibility

It is the school's responsibility to plan and provide those services that will prepare the student to move successfully from school to the appropriate post-school environment and to assist the student to connect with the necessary community agencies, including vocational rehabilitation, that will provide support services. The post-school outcomes for post-secondary education or training, employment, and independent living are identified as part of the Individualized Education Program (IEP) planning process and are based upon the student's preferences, interests and needs. Transition services, including work experience, that are educational and experiential in nature, are the responsibility of the local education agency. Appropriate services include:

- Planning and IEP development based on the student's post-school goals
- Academic preparation for post-secondary education and training
- Vocational and career evaluation
- Job shadows and job tryouts
- Work experience
- Vocational education classes

DVR's Role And Responsibility

Transition responsibilities were included in the Rehabilitation Act to assure that there are no gaps in services received by students with disabilities as they leave the school setting and/or are ready to begin vocational activities when an employment outcome is the primary focus. To this end, DVR is responsible to perform outreach and identification of students with disabilities, and must provide information about the purpose of vocational rehabilitation, eligibility requirements, application procedures, and the scope of vocational rehabilitation services that are available. Transition services provided by DVR are individualized, and must lead to an employment outcome. Appropriate services include:

- Consultation and technical assistance as early as possible in the transition process to assist education providers in planning for the transition of a youth from school to post-school activities including vocational rehabilitation
- Joint planning to facilitate the development and completion of the IEP
- Determination of eligibility for DVR services
- Identification of a suitable employment outcome
- Development and approval of an Individualized Plan for Employment (IPE) before the student leaves school
- Provision of vocational rehabilitation services as appropriate to the individual needs of the student.

Many areas of service overlap and may be shared by education and vocational rehabilitation. Refer to the Collaborative Services Chart on page 6 for specific service area responsibilities.

How Do You Plan For Transition Services?

IDEA contains detailed requirements for planning the education of individual students including specific instructions for the development of the Individualized Education Program. In schools, planning to prepare youth for the transition to adult life begins by age 14. From this age on, the IEP must include a statement of "transition needs" that focuses on the course of study required for the student to reach his or her identified post-school outcomes. When the student turns 16, and earlier if appropriate, IEPs must include statements of specific "transition services," including interagency linkages.

When appropriate and feasible, the DVR counselor may participate in a school district's planning meeting for transition services. A primary role of DVR is that of consultation and technical assistance to the schools in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation.

The optimum timing for DVR to begin working with a student with a disability is when he or she is ready, and available, to engage in the activities necessary to establish an employment goal, develop an employment plan, and participate in vocational services in order to become employed. The time at which this occurs is unique to each individual, and does not necessarily correspond to a specific age or a specific event such as graduation. Rather, it should occur at a time when the youth's emphasis shifts from an academic focus to an employment focus, and the youth becomes available for vocational programming.

DVR requires that the employment plan for a DVR transition customer (not on a deferred services waiting list) must be developed and approved before the student leaves the school setting. This plan is called an Individual Plan for Employment (IPE) and, for special education students, must be coordinated with the student's IEP.

Timothy

Timothy is a 17-year old with mild cerebral palsy. He lives in a rural part of Colorado, where access to adult agencies and services is difficult. The DVR office is 130 miles away. Timothy receives educational accommodations under a 504 plan. He will be graduating within the next two years. He is taking auto body classes at the high school, but is struggling with the physical demands of the program. His auto body teacher suggested he learn more about options that might be available to him through DVR. Timothy was able to gather a great deal of information about DVR, including brochures with information on eligibility and services, through the high school guidance counselor. Additionally, the counselor arranged for Timothy and his parents to be present the following month when the DVR counselor was in town to provide information on DVR to students and parents. Due to the logistical difficulty of attending 504 and IEP meetings for all students who may be DVR eligible, the counselor has thoroughly explained DVR, including eligibility requirements and services, to key school staff. Additionally, she does a presentation on DVR each semester at the high school's parent information night. Following their attendance at the DVR meeting, Timothy and his parents elected to initiate a referral to DVR. Timothy and his guidance counselor contacted the DVR counselor by phone, and made an appointment with her during her next regularly scheduled visit. The guidance counselor assisted Timothy and his parents as they collected school assessment information and prepared a referral packet to be presented to the DVR counselor at Timothy's intake meeting.

What Is The Referral Process For DVR?

Referral to DVR may be initiated by anyone. Typically, referrals come from the schools, an individual, a family member or a community agency. Students referred to DVR may be participants in special, vocational or regular education programs.

Although there are state-level agreements in place, it is encouraged that local school districts and DVR offices develop, or review existing working agreements which identify respective roles of each agency and include a process for referring students to DVR. Typically, a "referral packet" to DVR will include:

- A "referral to DVR" form
- Psychological, medical and specialty evaluations such as adaptive behavior, mobility, speech and language, hearing, etc.
- Completion of DVR's "Educational Disability Report"
- The most recent IEP and/or Triennial
- The 504 plan, if applicable
- School transcripts, if appropriate
- Vocational assessment results, including functional vocational evaluation
- Information regarding a youth's prevocational and vocational activities through the school, including community experiences and school-to-career activities
- Other available assessments, plans or information as deemed appropriate

Working with the local school district and other agencies that may be involved with a youth, the DVR counselor will identify and coordinate diagnostic assessments that will be needed to determine eligibility and planning for DVR services. The process of eligibility determination is greatly enhanced when the DVR counselor is able to obtain documentation of a student's disability and adaptive behavior from a school psychologist or other professionally qualified person.

Where Can DVR And The Schools Collaborate In Service Provision?

The 2002 COOPERATIVE AGREEMENT between the Colorado Department of Education and the Colorado Division of Vocational Rehabilitation identifies the policies, procedures and practices that can be coordinated for youth who are of transition age and are still connected with the public school system. Within this Agreement, policies, practices and procedures are categorized into the following areas:

- Assessment
- Transition Planning
- Career Development
- Preparation for Community Living
- Related Services
- Assistive Technology
- Auxiliary Aides
- Transportation
- Miscellaneous

These areas of responsibility are summarized on the Collaborative Services Chart on the next page. A copy of the Agreement can be obtained from CDE or DVR.

Evan

Evan is a 15-year old sophomore who is receiving special education services at his local high school due to his Attention Deficit Disorder and the resulting need for educational accommodations. His parents recently attended a transition planning workshop, where they heard a presentation about DVR. Evan's parents have asked that the local DVR counselor be invited to his annual IEP meeting. The DVR counselor was able to attend this initial planning meeting. Currently, Evan is attending classes full time and his primary focus is academic. Since Evan has not reached a point where his focus has shifted from academic to vocational, and he is not available for vocational service provision due to a full course load, he will not yet be formally referred to DVR. For now, the primary role of the DVR counselor is to assist the IEP team in developing IEP goals and objectives that support successful transition to work and community. The DVR counselor, and the transition coordinator, will share information on DVR and other community resources with Evan and his parents. In anticipation of referral to DVR, which will probably occur at the end of Evan's junior year, Evan and his parents will contact the DVR counselor annually, to keep the counselor informed of Evan's vocational activities and readiness. Throughout Evan's senior year, the DVR counselor will work with Evan, his parents, and his teachers to determine all of Evan's vocational rehabilitation needs. In this way, Evan's IPE will be in place before he leaves the school system.

Collaborative Services Chart

	General Education (504) Responsibility	Special Education Responsibility	Rehabilitation Responsibility
Assessment Activities			
Achievement of Functional Math/Reading/Written Expression Skills	Primary	Primary	Minimal
Adaptive Behavior	Minimal	Primary	Minimal
Sensory (Hearing and Vision Screening)	Shared	Shared	Minimal
Fine/Gross Motor (including Physical Education)	Primary	Primary	Minimal
Psychological (Cognitive Ability)	Minimal	Shared	Shared
Social/Emotional (home/peer/work environment)	Minimal	Shared	Shared
Special medical examinations, i.e., orthopedic, ophthalmological	None	Shared	Shared
Speech and Language	Minimal	Primary	Minimal
Community Living Skills	Minimal	Primary	Minimal
Daily Living Skills	Minimal	Primary	Minimal
Transition Planning			
Coordination of Service Delivery	Shared	Shared	Shared
Individual Plan for Employment	Minimal	Minimal	Primary
Individualized Education Program	Minimal	Primary	Minimal
Interagency Linkages	Shared	Shared	Shared
Career Development			
Career Exploration	Shared	Shared	Shared
Financial Support for Post-secondary Education and Training	Minimal	Minimal	Primary
Vocational Skill Training	Minimal	Shared	Shared
Job Placement Services	Minimal	Minimal	Primary
Employment Instruction (obtain/maintain employment including job coaching)	Minimal	Shared	Shared
Follow-up Services/Post-employment	None	Minimal	Primary
Supported Employment	None	Minimal	Primary
Community Living			
Community and Independent Living	Minimal	Shared	Shared
Inter/Intrapersonal Social/Emotional	Shared	Shared	Shared
Health	Shared	Shared	Shared
Related Services			
Occupational Therapy, Physical Therapy, Psychological Services and Communication/Speech and Language Services	None	Primary	Minimal
Mental Health Services	Minimal	Shared	Shared
Assistive Technology			
For K–12 Education (excluding Voc. Ed.)	Minimal	Primary	None
For Job Training (including Voc. Ed.)	Minimal	Shared	Shared
For Postsecondary Education and Training	None	Minimal	Primary
For Employment	None	Minimal	Primary
Auxiliary Aides— e.g., reader, interpreter, notetaker, instructional aide, personal care assistant (excluding personal care attendants)			
For K–12 Education (excluding Voc. Ed.)	Minimal	Primary	None
For Job Training (including Voc. Ed.)	Minimal	Shared	Shared
For Postsecondary Education and Training	None	Shared	Shared
For Employment	None	Minimal	Primary
Transportation			
For K–12 Education (excluding Voc. Ed.)	Minimal	Primary	None
For Job Training (including Voc. Ed.)	Minimal	Shared	Shared
For Postsecondary Education and Training	None	Shared	Shared
For Employment	None	Minimal	Primary
Miscellaneous			
Tools, Uniforms, Licenses	Minimal	Minimal	Primary
Accessibility	Shared	Shared	Shared
Parent Training and Information	Minimal	Shared	Shared

What Policies And Practices May Affect Transition?

Education

Participation in the General Curriculum in the Least Restrictive Environment

Special education is instruction and services designed to enable a student to meet educational standards in the general curriculum. This means that students will be educated in the regular classes, with appropriate supports, to the maximum extent possible. The IEP team, including the student and the parent(s), makes decisions about the appropriate course of study based on the individual needs of the student.

Free Appropriate Public Education

All IDEA-eligible students are entitled to a free appropriate public education (FAPE) consisting of an appropriate elementary or secondary education that meets state standards. This means that parents can not be charged for the special education or related services that may be required for their son or daughter to benefit from general education. This entitlement does not follow the student into most post-secondary programs and activities, including DVR.

Parent Rights and Responsibilities

IDEA includes detailed procedures for resolving disputes between parents and schools regarding the education and services, including transition services, that are provided to a student with disabilities. These include voluntary mediation, a federal complaint process, and due process hearings.

Student Participation and Self-Determination

IDEA strengthens the importance of self-determination and empowerment. Beginning at the age of 14, schools must invite the student to attend any meeting at which transition services will be discussed and to participate in the discussion of his or her future goals and plans. If the student does not attend, the school must take other steps to ensure that the student's preferences and interests are considered. Active participation at an early age will better prepare students to make decisions for themselves as they become young adults.

Amy

Amy is 19 years old and was identified with Significant Limited Intellectual Capacity (SLIC) in first grade due to a full scale IQ of 63 and comparable adaptive behavior. She is currently receiving educational services in a community-based Transition Program for 18–21 year olds who have completed their academic programs, but who continue to need assistance as they transition from school to work and community. Although Amy walked through graduation ceremonies with her class (a social graduation), she and her parents are planning that she will remain in the Transition Program until she turns 21. Throughout the last several years, Amy has undergone formal vocational assessment and career exploration through the school district. She worked at three in-school placements before she entered the Transition Program. Last semester, Amy's teacher located a community work experience as a mail clerk. Amy received job coaching from the school paraprofessional in her work experience. Amy has expressed an interest in pursuing this type of work on a permanent basis. She will need coaching in her new position due to her difficulty in learning new tasks. Amy's DVR counselor and the Transition Program staff will share job placement responsibilities. The IPE that has been developed with Amy indicates that DVR will provide job coaching when a job placement is found. Amy has expressed a desire to live away from home, and Amy's parents will coordinate residential services with the local community centered board (CCB), with the hope of placing Amy in a group home within the next two years. The CCB will work with Amy's teacher from the Transition Program to address Amy's social and recreational needs. Transportation to Amy's job site will be by bus. Amy's parents will purchase her bus pass and the school district will provide bus training.

Vocational Rehabilitation

Informed Choice

Throughout his or her involvement with DVR, an individual is provided opportunities and assistance to exercise informed choice. Individuals are encouraged to consider a variety of alternatives as these relate to assessment, determination of a vocational goal, development of a vocational plan, selection of services and service providers, and determination of successful case closure. Individuals are encouraged to make and implement their own informed choices.

Comparable Benefits, Individual Contribution and Least Cost

Comparable benefits available under any other program must be used to pay for DVR services, unless the benefits will interfere with or delay services to an individual who is at extreme medical risk.

Some DVR services consider the economic need of the individual with a disability and his or her family unit. Parents are considered part of a youth's family unit if they are claiming the youth as a dependent for income tax purposes. Based on the determination of economic need, the available monthly resources of the family unit must be applied to a youth's vocational rehabilitation program.

The exception to this requirement occurs if a youth is receiving SSI or SSDI. If this is the case a youth's economic need is not considered in the development and implementation of the IPE.

DVR services that are provided to an individual must be at the least possible cost to DVR insofar as they are adequate to meet the vocational rehabilitation needs of the individual.

Unpaid Community-Based Employment Experiences

The U.S. Department of Labor has very specific guidelines for students and adults who are receiving vocational experiences in businesses without pay. Whenever an employment relationship exists, an employer will be held responsible to fully comply with all applicable sections of the Fair Labor Standards Act (FLSA). This means that the employer is required to compensate the individual unless *all* of the following criteria for a non-employment relationship are met. These guidelines prevent students and vocational rehabilitation customers from being used as "free labor" and/or displacing other workers. Unpaid community based work experiences can be very beneficial to a person's vocational development and are allowed for vocational exploration, assessment and training. These requirements can help DVR counselors and individuals with disabilities structure assessments and training programs with employers who do not wish to consider the participant to be an employee:

- The community based placement is documented and clearly defined on the individual's IEP, vocational rehabilitation assessment and/or IPE.
- The individual does not displace or reduce the hours of an existing employee.
- The individual will be under direct supervision. by either a school representative, a vocational rehabilitation service provider, or an employee of the business.
- The activities of the individual do not result in an immediate advantage to the business, or the advantage is clearly offset by the burden of training and supervision.
- The individual is working for training purposes and does not expect, or is not entitled to, a position after completion of the experience.
- The individual voluntarily participates in the training with the understanding that no wages or benefits will be available for this vocational experience.
- The total hours of the experience will, as a general rule, not exceed;
  - 5 hours for vocational exploration per job experience (career awareness, job shadowing, job site evaluation)
  - 90 hours for vocational assessment per job experience (situational assessments)
  - 120 hours for vocational training per job experience (work adjustment training, job skill training, job coaching).

Order of Selection

When DVR cannot serve all eligible individuals due to lack of resources, all people who apply and are found eligible for DVR services will be placed into one of the following priority categories: 1) individuals with most significant disabilities; 2) individuals with significant disabilities; or, 3) all other individuals. When it is impossible to serve all individuals, eligible persons will be served according to their priority categorization. Those who are most significantly disabled will be served first, followed by those who are significantly disabled, and then by all others. Those who do not receive the full range of DVR services may be provided with information and referral services.

Client Rights and Responsibilities

A customer of DVR services has certain rights and responsibilities. For example, a customer can appeal any decision at any time, and can contact the Client Assistance Program (CAP) for assistance with the appeal, and for advocacy services. A responsibility of all DVR customers is to be an active participant in developing and following their IPE. There are other rights and responsibilities that a youth should be aware of. These will be explained to the youth and his or her family by the DVR counselor.

Case Closure

A Colorado DVR customer's case will be closed at some point in time. DVR services are not ongoing, lifetime services. Ideally, a case will be closed successfully rehabilitated (meaning employed or "status 26" in DVR terminology) when the individual, the DVR counselor, and others working with the individual agree that he or she has reached their employment goal and no longer requires DVR services to maintain employment. A DVR case file can also be closed because someone is ineligible for DVR services, or for other reasons such as refusing services or failure to cooperate.

Charlie

Charlie is a 17-year old high school junior with a visual impairment that is progressive in nature. He also has a learning disability. Charlie has chosen to take traditional academic classes, and has required intensive resource room support to achieve passing grades. Charlie has three semesters remaining and plans to graduate with his class. He wants to continue his education at the community college. Charlie's vocational experiences have been quite limited. However, he did take the PSAT test this year, has toured several local businesses, and has listened to several guest speakers through the district's School to Career efforts. Charlie is perceived by others as quite angry and is having some difficulties adjusting to his progressive vision loss. He is receiving counseling from the school social worker. Charlie has been referred to DVR for assistance with his future vocational plans. To expedite this referral, the school has updated educational, vocational and vision assessments. Test results indicate that Charlie could be successful in an academic setting with the support of a tutor and assistive technology. Charlie, his parents, the DVR counselor and the school team jointly developed Charlie's IEP. The schools will provide Charlie with vocational assessment, guidance and counseling. They will connect him with the local Workforce Center to access their assessment and vocational exploration services. The DVR counselor will also work with the schools to create several job shadows for Charlie to participate in as he works to identify a realistic employment goal. Once Charlie develops a vocational goal, Charlie, his parents and his DVR counselor will develop his IPE. Charlie's parents will explore financial aid opportunities and college entrance requirements. Following exit from high school, Charlie will probably enter a certificate or associate degree program. Charlie and his parents will cover tuition, fees and transportation, unless Charlie meets the DVR financial needs test at that time. If it is determined that Charlie's current assistive technology will be useful in his post-school setting, based upon an evaluation performed by DVR, Charlie's assistive technology devices may be purchased from the school at a mutually agreed upon price. Based on the results of the financial needs test, DVR may assist with this purchase. Upon completion of Charlie's training, DVR will assist him with job placement.

Listings of Local Offices

Colorado Division of Vocational Rehabilitation

Regional Offices

Administrative Office	720-884-1234
Alamosa	719-589-5158
Aurora	303-745-8112
Boulder	303-444-2816
Colorado Springs	719-635-3585
Denver Blind/Deaf	303-894-2515
Denver East	303-894-2515
Denver West	720-884-8060
Durango	970-247-3161
Fort Collins	970-223-9823
Glenwood Springs	970-945-9174
Golden	303-462-6760
Grand Junction	970-248-7103
Greeley	970-352-5180
Lamar	719-336-7712
Limon	719-775-8819
Longmont	303-772-2612
Montrose	970-249-4468
Northglenn	303-452-5875
Pueblo	719-544-1406
Rehabilitation Center	303-937-1226
Rocky Ford	719-254-3358
Salida	719-539-9670
South Metro	303-795-7954
Sterling	970-522-3737
Trinidad	719-846-4431

Special Education Administrative Units

Adams County
District 1—Mapleton 303-853-1003
District 12—Northglenn 720-872-4770
District 14J—Commerce City 303-289-3943
District 27J—Brighton 303-655-2924
District 50—Westminster 303-657-3963

Arapahoe County
District 1—Englewood 303-806-2086
District 2—Sheridan 303-761-8640
District 5—Cherry Creek 303-486-4235
District 6—Littleton 303-347-3471
District 28J—Aurora 303-340-0510

Boulder County
St. Vrain Valley RE1J
Longmont 303-772-7700
Boulder Valley RE2
Boulder 303-447-5154

Delta County
District 50J—Delta 970-874-7607

Denver County
District 1—Denver 303-764-3437

Douglas County
District RE 1—Castle Rock 303-814-5393

Elbert County
Elizabeth SD C-1 303-646-1844

El Paso County
District 2—Harrison 719-579-3240
District 3—Widefield 719-391-3050
District 8—Fountain 719-382-1300
District 11—CO Springs 719-520-2148
District 20—Academy 719-260-6600
District 49—Falcon 719-495-3601

Fremont County
District RE 1—Canon City 719-276-5700

Gunnison County
District RE 1J—Gunnison 970-641-7750

Jefferson County
District R1- Lakewood 303-982-6698

Larimer County
Poudre—Fort Collins 970-490-3235
Thompson R-2J—Loveland 970-613-5000
Park R-3—Estes Park 970-586-5321

Logan County
Logan RE1—Valley–Sterling 970-522-0792

Mesa County
District 51—Grand Junction 970-257-7099

Moffat County
District RE 1—Craig 970-826-4249

Montrose County
District RE-1J—Montrose 970-249-2405

Morgan County
District RE
Fort Morgan 970-867-8253

Pueblo County
Pueblo 60
Pueblo (Urban) 719-253-6025
Pueblo 7
Pueblo (Rural) 719-295-6532

Weld County
District RE 4—Windsor 970-686-7411
District 6—Greeley 970-348-6241
Centennial BOCES, La Salle 970-352-7404

Fort Lupton/Keenesburg Consortium
District RE 8—Fort Lupton 303-857-3200
District Re 3J—Keenesburg 303-536-2000

East Central BOCES
Limon 719-775-2342

Mount Evans BOCES
Idaho Springs 303-567-4467

Mountain BOCES
Leadville 719-486-2603
Glenwood Springs 970-945-7088

Northeast Colorado BOCES
Haxtun 970-774-6152

Northwest Colorado BOCS
Steamboat Springs 970-879-0391

Pikes Peak BOCS
CO Springs Districts 719-570-7474
Cheyenne Mountain SD 12 719-475-6100
Lewis-Palmer SD 38 719-488-4700
Woodland Park RE-2 719-687-6048
Manitou Springs SD 14 719-685-2024

Rio Blanco BOCS
Rangely 970-675-2064

Santa Fe Trails BOCES
La Junta 719-383-2623

San Juan BOCS
Durango 970-247-3261

San Luis Valley BOCS
Alamosa 719-589-5851

South Central BOCES
Pueblo 719-647-0023

South Platte Valley BOCES
Fort Morgan 970-867-8297

Southeastern BOCES
Lamar 719-336-9046

Southwest BOCS
Cortez 970-565-8411

Uncompahgre BOCES
Ridgeway 970-626-2977

Colorado School for the Deaf and Blind 719-578-2102

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[ ] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[X] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").